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The Intermountain Institute

GLEANER

(FORMERLY THE IDAHO INDUSTRIAL INSTITUTE GLEANER)



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AT EVENTIDE

By James Arnold Blaisdell

Tonight, my soul be still and sleep;
The storms are raging on God's deep—
God's deep, not thine; be still and sleep.

Tonight, my soul, be still and sleep;
God's hands shall still the tempest's sweep—
God's hands, not thine; be still and sleep.

Tonight, my soul, be still and sleep;
God's love is strong while night hours creep—
God's love, not thine; be still and sleep.

Tonight, my soul, be still and sleep;
God's heaven will comfort those who weep—
God's heaven, and thine; be still and sleep.

—(S. S. Times.)

AN OMISSION

No doubt the readers of the Gleaner were surprised that the Commencement number did not appear. The omission was made regretfully—on account of the tremendous pressure of other work at the time and also because our head printer, who had served so faithfully for many years, decided to become a school teacher himself. He and Mrs. Cross will have charge of the public school at Rosebury, Idaho. We hope the Gleaner will appear on time hereafter. The change of the name of our school has been noticed before. It seems too bad that the state could not find some other name for its reform school. "The Idaho Industrial School" and the "Idaho Industrial Institute" were thought by many to be the same school! Such was the similarity of names that graduates of the institute were refused positions as teachers in the public school, on the ground that they came from a reform school! Also, young people planning to attend school passed the institute, supposing it was a reform school! To prevent such misunderstandings the institute trustees finally voted to change our name to "The Intermountain Institute." We are very sorry that this change became necessary for we were attached to the name given at the birth of the institute. The school—as to its aims and work—is the same, though the name is different.

A VICE OF THE VIRTUOUS

In a last year's number of the Sunday School Times, several columns were devoted to the discussion of the tobacco habit. Now that we are as a people rapidly becoming "clean," as to the drink habit, and will, within a quarter of a century or less, become a "saloonless nation," it is eminently proper to turn attention to another recognized evil. Every successful reform must strike its roots into the moral sense of men; must become a question of conscience. This was true of the sin of slavery. For long, cruel years the profit in dollars resulting from slavery dulled the consciences of men. And slavery continued. But at length, as will ever be the case in the conflict between right and wrong, the conscience of the nation would not permit the evil to continue. Right triumphed. The contest was fierce and bloody for "without the shedding of blood there is no remission of sins."

The battle against the saloon has been fought along the same lines. On the one side the consciences of the people have been aroused against the liquor traffic, while on the other side the money in it has nerved the advocates of the saloon to fight to the last ditch to save their profits, and the contest is still on but the final victory of right is already assured.

If the tobacco habit is injurious to health, filthy, a wicked waste of money and a threshold to other and more injurious habits, the moral sense of the people will be aroused against it and again conscience will be arrayed against the love of money which will have the gratification of appetite as a strong ally. All human beings are endowed by nature with a conscience—that subtle power to distinguish between right and wrong—but all men do not follow the dictates of conscience, if they did the millenium would have arrived. Christian people profess to be governed by a sanctified conscience, hence moral reforms usually begin and are promoted by the church. —Without the aid of the church, the organized body of Christian people, moral reforms could not succeed, if indeed they could be commenced. Christian people, like other people, are sometime opposed to a right reform because they have not studied the question from a conscience standpoint. Thus many Christian people defended slavery, and even ministers of the gospel maintained that it was a divine institution and preached learned sermons to prove their contention. The use of tobacco is defended by many who have formed the habit and find themselves slaves to it. However, most people admit that it is a useless, filthy and expensive habit. If with this admission it can be shown that the use of tobacco is positively injurious to

most people and of benefit to a very few, a firm foundation for a moral argument against the use of tobacco seems fully established. The proof of the injurious effects of tobacco using seem to be abundant. It is well known that Uncle Sam wants men for his army and navy who are bodily sound, therefore a very searching physical examination of all who seek to enlist is made. In the recent call for recruits exactly 50 per cent of those rejected in New York had been rendered physically unfit by cigarette smoking. The Sunday School Times article contained a number of testimonies from physicians and others as to the injurious effects of tobacco using. A few of these are here quoted: D. H. Kress, M. D., in an interesting article on the subject said:

"Gradually, and I must say unwillingly, I have been forced to recognize and acknowledge that the cigarette addict is about as hopelessly enslaved as is the opium or morphine addict, and that unaided it is about as difficult to give up the one habit as it is the other."

Recently, Mr. Owen Dawson, clerk of the Montreal juvenile court, in giving expert testimony before a committee appointed by the Canadian government to study into the evils arising from the smoking of cigarettes, said: "I have been interested in the boys of Montreal for eight years, and I have tried to help, one way or another, about five thousand boys since I came to Montreal. I have never once succeeded in getting a boy to stop smoking cigarettes, although I have tried hundreds of times. On the other hand, in helping boys to keep away from liquor I have been more successful."

Mr. C. Ferrier, superintendent of the Victoria Industrial School, being sworn before the same committee, in reply to the question, "Do you know of any boys who gave up the use of cigarettes of their own will?" said, "I never knew any. I do not believe boys will give up cigarette smoking because they know it is an evil any more readily than men will."

Dr. Bruce Smith, inspector of public charities and prisons of the province of Ontario, being sworn, said, "There is but one cure for these boys, and that is to place them under lock and key. You cannot have any halfway measures with such cases any more than you can with those who are habituated to the use of cocaine or morphine."

Dr. George Villeneuve, superintendent of Long Point Asylum and professor of nervous deseases in Laval Medical University, being sworn, said, "I certainly believe that the use of cigarettes is harmful. To young people below sixteen years of age it is very harmful. The moral sense is blunted, then the mental faculties become affected,

and I may add that we have not yet a full knowledge of this question because excessive cigarette smoking to my knowledge is something that has only occurred within the last ten years. The full effect will be felt later on."

Testimonies like these can be multiplied indefinitely. "There is a reason" therefore, for forbidding the use of tobacco in our school. In future numbers of the Gleaner we hope to pursue the subject further.

THE COMMENCEMENT EXERCISES FOR 1916

As the June Gleaner did not appear, no account of the commencement has reached our readers, so it will not be amiss to give a brief summary of the events of commencement week. Sunday evening, May 21, the baccalaureate exercises were held, the sermon was given by the president. Monday evening a program of readings essays and music was given by the students. A prize for the best essay on "The Life and Works of William Shakespeare," was awarded to Miss Annie Humphries. The contest between the Weiser high school and the Intermountain Institute for the best essay on "Peace" was won by the institute. The prize essay was written by Edison Fowler. This is the third victory for the institute in as many years.

Tuesday evening a vocal and instrumental concert was given. This concert was a great credit to both students and their teachers in music. The institute band rendered several numbers with marked skill. Wednesday evening class day exercises were presented by the senior class.

On Thursday evening a play, "The Cricket on the Hearth," was given by the junior and senior classes. This entertainment was a great success and the players exhibited remarkable talent in representing the different characters in the play.

Friday evening the graduating exercises were held and six young people were made happy by receiving their well-earned diplomas. It will be observed that all the exercises were held in the evening. In this way the school could close a week earlier than otherwise would be possible, for the regular examinations were held each day of commencement week. All things considered, the commencement of '16 was one of the most successful in the history of the school.

THE INTERMOUNTAIN INSTITUTE FACULTY FOR 1916-17

A number of changes in the faculty membership have taken place. Professor Null, who served as principal with fidelity and zeal for two years, has been called to his former position as professor in Cameron College, Cameron, Missouri. Professor George C. Wise, who taught last year in Iowa College, Iowa City, Iowa, was called to the principalsip. He has taken up the duties of that important office with great enthusiasm and a firm purpose to make the Intermountain Institute one of the very best schools in all the land.. Professor Wise has had many years experience in teaching, is an esthusiastic lover of young people and will enthuse his students with a desire to make the very most and best of themselves and of the opportunities they will have at the institute.

Professor F. R. Brown is at the head of the agricultural department, which insures the success of that important department. Professor Brown is a graduate of the Oregon State College of Agriculture and was an instructor in that college after graduation. Last year he taught agriculture in the Payette high school, and also served as district agriculturist. His coming to the Intermountain Institute will not only put the institute in the first rank, but will also be a distinct advantage to all the farmers in this region as they will have the benefit of Professor Brown's knowledge and experience, through his lectures at the institute and also by a system of institute extension work which will be introduced among the farmers.

Miss Marjorie Pitman is dean of the girls' department. Miss Pitman is a graduate of Colorado College, Colorado Springs, Colorado, and is well qualified for her work in the institute. Besides her duties as dean she will teach some classes.

The music department is in charge of Miss Muriel Phelps, a graduate of the Oberlin Conservatory of Music. Miss Phelps will give instruction in both intsrumental and vocal music; will have charge also of the choruses, glee clubs, etc. Students in music will be fortunate indeed to be in Miss Phelps' classes.

Miss Viola Johnson, the very efficient head of the English department last year, holds the same position for the next school year, which insures the best possible instruction in that department.

Miss Sue Compton, who did most excellent work as teacher of history and German last year, will also teach the same subjects this year.

The domestic science department is in charge of Miss Mildred Brockman, a graduate of the institute. After graduating from the institute Miss Brockman took the full domestic science course at the state agricultural school in Oregon, and will do first class work in her department.

The classes in manual training will be taught by Charles Camp, who is thoroughly qualified for the position by study and experience.

The institute library is in charge of Mrs. Helen Tibbals and she also serves as "house mother" for the boys' dormitory.

Last, but by no means least, Miss Gladys Crull, a graduate of the institute, is in charge of the culinary department, which makes it certain that the cooking and serving at the institute will be first class in every respect. With such a force of competent instructors institute students will surely have unsurpassed opportunity for rapid advancement in study.

A teacher for the science department is yet to be secured and several applications are now under consideration. With such a faculty of earnest and able men and women the students of the Intermountain Institute will surely be well cared for and will have an opportunity to make rapid advancement.

A STARTING POINT

A new broom sweeps clean—thus runs the old adage. Granting the bit of sarcastic truth therein contained, an optimist might still be tempted to believe that nevertheless it is surely better to be thoro for a time, even tho the suggested lapse does come, than not to sweep clean at all. And so the new faculty of the Intermountain Institute, gathered together from the four winds of heaven, is willing to run the risk of incurring public censure and private scorn by setting forth the educational faith that is within them.

In one sense, the faculty is not new, for there are several members who are not in the institute for the first time, but since there are more strange faces than familiar ones and since student

body, methods, and team work are somewhat different, it is safe to assume that a new organization is now attempting to compose and build up this little educational world.

We who are new and we, the faculty as a whole, are fully conscious that much of the sweeping has been done and done well, so that we feel much encouraged and eager to take up the task where it was dropped at the close of last year. Relying then on the splendid foundation laid by the board of trustees and former faculties, we enter upon our little part of the work determined to prove worthy of the confidence placed in us.

Our goal should be kept clearly in mind. Perhaps the arrow of hopeful aspiration may miss its mark, but we must aim nevertheless or else refrain from shooting. Friedrich Schiller tells us that purposeful vision is one of man's chief glories, and that understanding was vouchsafed to enable him to plan in advance what he would create with his hands. This dictum, noble and as it is, has apparently been reversed by the modern spirit. Nowadays, educational systems in this country seem designed to so train a man's mind that he may by clever planning avoid all creation by hand, and thrust upon the less highly favored the whole burden of manual labor. High schools turn out as finished products boys and girls who are well equipped to go to college, but who know little about the real purpose of life; colleges proclaim with pride the ever increasing number of graduates, men and women who in their self-sufficiency and a pampered sense of overweening superiority refuse to "hustle for a job," but insist that the world owes them a living and should permit them to "wait for a position"; and universities clothe with gorgeous but antiquated robes highly trained men who in scholastic dignity and aloofness devote themselves to abstractions while thousands of practical everyday problems are fairly crying out for solution.

Now, we are aware of the great importance, the most absolute necessity, of college and university in civilization, but we are none the less convinced that education in these United States is top-heavy. "Higher" education is well done, the "head" of the body scholastic is splendidly equipped, but the rest of the bodily structure has been neglected sadly; arms and legs should receive more development. The result of the present system is, that when either the high school product or the college graduate finds himself in the raging torrent of life he discovers all too late his inability to swim to shallow water despite his full knowledge of the blissful prospect on the shore.

What we need is more training in grade and high school for actual life. Keep up, of course, the preparation for college; a few pupils will want to go "higher." But the essential point is that the vast majority, the future burden bearers, be made more familiar with the tasks before them, that they be given help and breadth and richness of experience for their coming years away from school influence.

It may be heresy to say so, but we believe that more business and common sense should be used in education. It is true that many changes in this direction have already been made, but we can find without difficulty high school and courses of study that have very little business or common sense connection with the real needs of pupils and the communities which support the system. If a school district is rural, the courses taught should be mainly agricultural; if urban, commercial or sociological work should have the chief place; if industrial, the technical studies that are especially concerned with the environment seem to be in place; and so on for all the phases of our complex civilization, keeping plainly in mind that over-specialization is to be avoided in favor of general subjects that will insure breadth of view and spiritual uplift.

To get this latter, better portion, we teachers must work carefully and well, realizing fully the value of personal force and the tendency of youth to imitate. Our instruction must be full of the spirit; we must so present mathematics, languages, history, manual work, social science, as to touch the hearts of girls and boys, and mold their lives into more noble forms. Then we will be in accord with John Ruskin when he wrote: "You do not educate a man by telling him what he knew not, but by making him what he was not."

If we succeed in this plan, we shall have attained what this institution has stood for since its inception. In the elemental farm work, in vocational endeavor, in all its phases, it has always reflected the Christ. It believes in boys and girls, in men and women, in the family, in society. Following hard after dignified labor, it still finds time for play, music, and for Christian culture. Ruskin would delight in it, for he would see in it his own words: "To watch the corn grow and the blossom set, to draw hard breath over the plowshare and spade, to read, to think, to love, to hope, to pray—these are the things to make man happy."

May we who have come to put hand to the plow succeed in doing our share of the work. Principles and mottoes we have in plenty; the difficulty will come in following the distorted proverb: "A man is known by the mottoes he keeps."

GEO. C. WISE.

AN EXPLANATORY NOTE

The following pages are to be issued as a circular for general distribution to acquaint the public with the progress and prospects of the Intermountain Institute. The information given has mostly appeared in previous numbers of the Gleaner, but this is the most extended account of the work that has appeared, and for this reason it finds a place in the Gleaner.

**A BRIEF HISTORY OF THE GENESIS AND GROWTH OF AN
IMPORTANT EDUCATIONAL ENTERPRISE**

Near the beginning of the last decade of the last century a home missionary wandered out to Idaho and located in Weiser, where he began to work. His first meetings were held in a dance hall. A Sunday school was gathered on the first Sunday after his arrival and after a series of "protracted meetings," a church was organized with twenty members. Then a church building was commenced and completed in about a year. At that time the public schools were few and far between in Idaho. Among the mountains, remote from the towns, there were many young people who had little or no opportunity to secure an education and they were too poor to go to a distant "pay" school.

Now, the aforesaid missionary, when sawing wood to pay his expenses in an Eastern college, had a dream. He dreamed that some day, somewhere, he would help build up a school in which the poorest boy or girl in the land, if willing to work, could secure an education, and at the same time gain some knowledge of some useful occupation and pay the necessary expenses in work. When the great demand for such a school to help the people of the Rockies was discovered by the missionary he remembered his dream of former days.

He told his dream to a lady who had been a teacher for two score years; also to a civil engineer, a graduate of Dartmouth College, who had become an Idaho homesteader. Both these people believed that the dream ought to come true and they were ready to put their lives into the work. Thus it came to pass that Miss Jane M. Slocum, Thomas P. Margatt and E. A. Paddock proceeded to plan and build the Idaho Industrial Institute, now the Intermountain Institute. These "enthusiasts" had no money, but possessed great faith and knew how to work. One had a sagebrush homestead, but "above the ditch," and considered valueless at that time because it

could not be irrigated. One half of the homestead (80 acres) was given to the institute. On this eighty the campus was laid out, the sage brush grubbed and in '98 the first school "shack" was erected. This small building served as a boarding hall for the workmen while putting up the first dormitory buildings. Later on it was known as the "Palace" and housed a number of students, besides many bushels of institute grain. In '99 the institute was incorporated and a board of nine trustees was chosen. The first dormitory and recitation buildings were completed in 1900 and in October of that year the institute was opened for students. The purpose and progress of the work was made known to friends in the East, who generously aided the enterprise. In the beginning no cash payment was required of the students but they worked five hours each day, which was supposed to pay all their expenses. The boys grubbed sagebrush, built fences, worked on new buildings, etc., while the girls did the cooking, laundrying and other housework. The institute motto in those days was: "An education and a trade for every boy and girl who is willing to work for them." The institute grew both in number and needs, New and larger dormitories were built, a shop building, a greenhouse and barns appeared in rapid succession, the money for material being furnished by friends of Christian education and the work largely being done by the students.

The Institute Ranch

To furnish work for the students and to raise supplies, it was deemed wise to operate an extensive ranch. To the original eighty acre other land was added by gift and purchase until now the institute ranch contains more than 2000 acres of land, fully 1500 of which can be cultivated. About 600 acres are now under cultivation, mostly as "dry ranch." The ranch supplies the institute with flour, vegetables, milk and butter, besides grain and hay for horses and cattle.

An Endowment Scheme

At present "dry farming" is necessary on the institute ranch but early in the history of the enterprise a plan was formed to construct reservoirs to retain the flood water that comes out of the mountains in the early spring and thus have water for irrigation. Reservoir sites were surveyed and filed upon and the work of construction has been pushed as fast as money could be obtained for the purpose. Already considerable water is available. It is believed that when twelve to fifteen hundred acres of the institute ranch can be

irrigated that it will yield a revenue which will go a long way toward supporting the school and then constitute an endowment.

Results of the Work Thus Far

On the material side the growth has certainly been remarkable. Beginning with the 18x24 "shack," there are now more than a score of buildings, great and small, representing a value with their furnishings of not less than \$150,000. With irrigation provided the ranch is worth at least \$100,000. The value of stock, farming implements and tools would reach certainly \$25,000. But the material growth is not the most important; the entire plant exists for the purpose of helping worthy young people to help themselves in preparing for useful, Christian citizenship.

Students Helped

More than one thousand young people have attended the institute for a longer or shorter period of time, most of whom could not well have attended other schools. About seventy-five have graduated from the various departments and a number of the graduates have gone to college and state universities. So far as can be learned the institute students are "making good" wherever they are, as teachers, clerks, ranchmen and business men.

The Work as Now Progressing

As has been stated the Intermountain Institute is designed for those who have not sufficient means to pay their way but who have a thirst for knowledge, and ambition to secure it, and the willingness to do what they can in work to pay for it.

While the cost is cut to the minimum, the object is not to give something for nothing and thus cultivate a spirit of dependence but, on the contrary, to teach and impress the ideas of self-help, thrift and good citizenship generally.

It is not a reform school but a private, non-sectarian, Christian institution where students are taught to work with their hands as well as their heads.

Advantages Offered

Ten men and women from various parts of the country who have had thorough training in the very best schools and colleges constitute a strong teaching force.

Students are classified according to the studies they have already mastered. Classes are formed to meet the students' needs—from the lowest grades to the completion of the high school course

and even more advanced classes may be formed to cover two or more years of real college work for the benefit of those who do not contemplate taking a full course of study in some college. A number of industrial courses are open to students, such as wood and iron working, agriculture, dairying, building, domestic science, etc. Special emphasis will be placed on agricultural studies and the raising of stock—for the benefit of those who intend to become ranchmen and stock raisers.

Preferred Students

The institute is not a competitor of the high school and does not seek, as students, those young people who may readily have the advantages of a good school. Indeed, the preference will always be given to those who live in rural districts remote from good schools and to those wishing to take special courses not offered in high schools.

Requirements For Admission

Students are required to be at least sixteen years of age and in good health; to present references of good moral character, one of whom should be the applicant's last teacher; and to fulfill the conditions hereafter specified.

Time of Entrance

It is of course desirable that students should enter the school at the very beginning of the school year, but if it is impossible for any student to do this and there is still room in the dormitories such student will be received at any time and for as long a period as it is possible for him to remain.

Student Organizations

The Athletic Association has control of the athletic interests of the student body.

The Y. W. C. A. and the Y. M. C. A. are doing active and efficient work and all of the students are invited to become members.

Literary societies meet every two weeks and afford invaluable practice in the art of public speaking and in parliamentary usage.

The band offers practical instruction to students on all band instruments. A membership fee of \$1 is charged to defray expenses for music, etc. With the exception of one or two cases students must furnish their own instruments.

Music

All music instruction, except chorus and glee club, involves an extra expense to the student. The charge for vocal or piano lessons is fifty cents per lesson. The charge for use of piano is \$2 per year.

The Moral Tone

It is the aim of the institute to supplement the work of the home by surrounding the student with such helpful influences as shall foster the development of strength and nobility of character.

While the school is non-sectarian, it is nevertheless, Christian in character.

Chapel exercises are held daily. Bible classes are a part of the regular course of study and the students maintain active Y. W. and Y. M. C. A.'s.

A regular religious service is held in the chapel every Sunday morning, which all students are expected to attend, unless they present a written request from parents or guardians to be allowed to attend some church in town.

To Parents and Guardians

The institute is in no way a reformatory and it cannot receive as students boys or girls who have given serious trouble at home or in other schools, nor boys who have become confirmed users of tobacco.

While every effort will be made to caution and stimulate students to improve their time to the best advantage, it is taken for granted that students enrolling have sufficient maturity to appreciate the opportunities offered here and that they can and will exercise the necessary self-control.

Aside from the small sum necessary for stationery the student needs little spending money. Indeed it is far better that the money furnished the students for spending be very limited.

It is of the highest importance that the student enters the classes at the very beginning of the year. A delay of a week or more when new subjects are being taken up frequently handicaps the student for the entire year.

The Cost

To help young people who are eager to secure an education but are unable to meet all the expense that must be incurred, the Intermountain Institute has cut the expense to the student fully one-third below the actual cost, relying on generous friends of Christian education to supply the deficit. Thus the charge for board, room rent, light and heat, tuition and use of library for the school year is placed at \$200. With economy, the expense for laundry, stationery and books can be fully met for \$25. Work is furnished as far as possible for students who cannot pay cash for all their school expenses. Three hours of manual labor each day pays one \$100., or half the necessary expense. A few scholarships from the "Student Loan Fund" are given to students who have special need and are very faithful in both study and work. The institute does not purpose to permit any worthy, industrious student to leave school for want of money. If after doing his best, any student finds himself in arrears on expense, etc., it is considered a debt of honor which is to be paid, without interest as soon as the student can earn the money. And when the debt is paid, the money goes again into the "Fund" to help some other student.

The foregoing gives the reader a very clear idea of the plan, purpose and progress of the Intermountain Institute.

More than a hundred students can be accommodated in the dormitories. Already during its brief term of activity the institute has proven a blessing to hundreds of splendid young people who, but for the existence of this school would not have been nearly so well equipped for their life work. It is believed by those most interested in the enterprise that the real work of the institute has only just begun. Useful Christian citizens is our country's greatest need and the Intermountain Institute is doing much to supply that need.

The rapid growth and remarkable efficiency of this school is due to the generous friends who have put money into the enterprise—and also to the self-denying teachers who have worked for the upbuilding of the school. The noble army of old friends and a host of new friends yet to be found are relied upon to carry the work forward, making the Intermountain Institute one of the most important schools in the great Northwest.

INSTITUTE NOTES

The grain crop on the I. I. ranch this year is unusually large. A part of the threshing is done. About 3000 bushels of wheat has been marketed at a fair price. Enough has been made into flour to supply bread for the school for one year or more.

For many years the institute band has flourished under the leadership of Mr. Robert Cross. Mr. Cross has now become a school teacher. Fortunately the head of the institute music department, Miss Muriel Phelps, is a band leader, and under her guidance the band will maintain its reputation for efficiency.

The occupants of the boys' dormitory appreciate the helpful interest of their "house mother," Mrs. Tibbals. No other family of I. I. boys have been so highly favored. The library, under Mrs. Tibbals' supervision, has been put into first class shape and will be of increased usefulness this year.

A movement is started to build a sidewalk from the institute to town. About a mile and a quarter of walk will need to be built to reach the town sidewalk. It is hoped the plan will become an accomplished fact.

The Y M. C. A. and Y. W. C. A. organizations will soon be doing aggressive work. It is believed that all the students will belong to these associations.

Since members of the present I. I. faculty have traveled extensively in Europe as well as in this country an interesting series of illustrated lectures may be expected during the coming year.

UNIVERSITY OF ILLINOIS-URBANA



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